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## A Program of Homemaking Education for Chester High School, Chester, Texas

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A PROGRAM OF HOMEMAKING EDUCATION FOR  
CHESTER HIGH SCHOOL, CHESTER, TEXAS

By

ESTHER RUTH BENNETTE



Prairie View State Nonrml and Industrial College

Prairie View, Texas

August, 1940



A PROGRAM OF HOMEMAKING EDUCATION FOR CHESTER  
HIGH SCHOOL, CHESTER, TEXAS

By

Esther Ruth Bennette

A Thesis In Home Economics Submitted In Partial  
Fulfillment Of The Requirement For The Degree

of

Bachelor of Science

in the

Department of Home Economics

at the

Prairie View State College

Prairie View, Texas

August 1940

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#### ACKNOWLEDGMENTS

The writer wishes to take this opportunity to acknowledge the assistance and guidance given her by Miss E. C. May, Head of the Department of Home Economics.



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To

My Husband,

My Father,

a  
n  
d

My Mother

I dedicate this thesis.

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1. What are the needs of the community that may be satisfied through Homemaking in the Chester High School?

2. By what criteria shall we determine the type of homemaking course for the school?

3. How may the writer plan a course in Homemaking that will reach the needs of the community?

## The Purpose of the Study

The purposes of the study are stated as follows:

1. To set up goals in Homemaking Education in order



## CHAPTER I

## INTRODUCTION

The problem of constructing a course in Homemaking Education is a new feature of curriculum building. Experts have been able to set up goals and aims, but they have not been able to set up a definite catalogue of activities that could be recommended. Different locations present different problems and would of necessity require different modes of attack and would, in the final analysis lead to different outcomes. The basic interrogation then is, "What is the problem or what are the problems involved?"

In this thesis the writer's problem may be expressed in the following questions:

1. What are the needs of the community that may be satisfied through Homemaking in the Chester High School?
2. By what criteria shall we determine the type of homemaking course for the school?
3. How may the writer plan a course in Homemaking that will reach the needs of the community?

The Purpose of the Study

The purposes of the study are stated as follows:

1. To set up goals in Homemaking Education in order



that the teacher, pupil and people of the community may have definite ends to pursue.

2. To compile a catalogue of activities which if developed may result in desirable skills that are necessary in the home.
3. To outline plans through which these skills may be developed along controlled lines in order to avoid the hit and miss method of developing skills.
4. To develop positive attitudes of home economy to the end that the Homemaking procedures will be conscientious, reliable and valid from the personal point of view.
5. To provide a handbook of references concerning Homemaking materials in order to facilitate students finding additional data that they might need and the teacher may have a handbook of ready references.
6. To establish an evaluation scale for the rural high school's Homemaking program in order to prevent measurement by non-comparable norms.

#### Need for the Study

The law of individual differences is applicable to communities as well as to persons. It is for that reason that a program of Homemaking education for Chester High



school is needed. There is no evidence that the course in Homemaking prepared on the basis of abstract principles can and will fit a particular situation. It would be a mere acceptable procedure to have any course of study come out of the subject matter materials that are found in the community. The Homemaking education course at Chester High School has not been prepared in consideration of the problems in the community. The course is inadequate as far as meeting the needs of the community is concerned. A course in Homemaking Education that will reach into the community can be molded only after careful study of the community in which the program is to be executed. It is the writer's premises that such a study is needed because the present course is very inadequate and because the study will facilitate the teaching of Homemaking.

#### Scope and Limitation

In an effort to give the scope and limitation of this thesis, the writer describes this school, for which this program is being constructed or formulated as a typical rural high school. The building is a frame structure, having seventeen rooms and three halways. These seventeen rooms include seven class rooms, two closets, library, an office, book room, two dressing rooms, (for boys and girls) a combination dining and living room, pantry, combination



auditorium and gymnasium and an agriculture implement storage room. There is a farm shop built separately from the main building. It is a modern equipped structure erected at an approximate cost of \$30,000. Its equipment includes a well equipped Homemaking and Agriculture Department.

There are seven teachers and an enrollment of two hundred twenty-five students in the school. The building is the results of untiring effort on the part of the County and City Superintendent and a few industrious persons in the community.

The school is located in a farming district. The majority of the people in the community live on their own farms. This community is situated almost in the center of three regular working sawmills, one hard wood and two pine mills. The people who are occupied at these sawmills grow very good garden of various kind of vegetables, grow fruit trees and raise hogs, cattle and fowl.

The household duties in the homes of the white families who are engaged in skilled and professional labor are executed by women and girls of this community. Because of the interest of the teachers in the people of the community, besides giving the girls the proper training to better them for the practical work they had to do daily,



they organized other clubs and organizations for the training of the women, men and out-of-school boys and girls of the community. They appreciated this and come eagerly to the meetings. It was from these meetings, the study of the children daily at school, and seeing, from close observation, the need of the community in reality, that the writer of this thesis received the inspiration to write on this particular subject.

### Sources of Data

The data for this thesis has been gathered from the Prairie View College library and from the courses outlined for Homemaking Education by the Educational Department.

### Definition of Terms

All the terms used in this thesis may be found in any high school dictionary. It is the writer's desire to refrain from the use of technical terms in the presentation of this study.



## GUIDING PRINCIPLES IN THE FORMATION OF A HOME- MAKING PROGRAM

### The Nature of the General Course Into Which the Homemaking Course Must Fit and With Which It Must be Coordinated

The extent to which this factor will influence the homemaking program will depend upon the principals' attitude, and the Superintendent's attitude toward Homemaking. If the principal and the Superintendents attitudes are ones of opposition then the homemaking must be designed to break down their opposition. The program must be able to show that it can justify itself on the basis of school and community usefulness. The program must be able to add to the school's usefulness in a way that the Superintendent and the Principal will be won to its subject.

If the attitude of the Superintendent or the Principal is one of indifference, the program must be designed to attract their attention to it. In that case the program should make provisions for such activities as exhibits at County Fairs, and community fairs, style shows, entertaining the faculty, ministerial alliance, Board of Education and Mother's and Father's from time to time, and demonstrations during the assembly period. The program must be designed to popularize Homemaking by first attracting



people's attention to it. If the support of those two individuals are won the program will not experience any difficulty in finding a place on the schedule, nor in being coordinated with the rest of the work of the program.

### Securing Necessary Equipment

Theoretical Homemaking is no Homemaking at all. It is one course that can not be promoted successfully when the teacher does all the talk while the pupils listen and when the teacher does all of the work while the pupils look on. Equipment is needed. What equipment is necessary? The word necessary may be subjected to three different interpretations and expressed briefly in the following questions:

- (1) What amount of equipment is necessary to teach the number of pupils that are enrolled in the homemaking class?
- (2) What equipment is necessary to teach the pupils to use effectively and efficiently the things they will have to work with when they go out into the community?
- (3) What equipment is necessary in the teaching of minimum essentials in Homemaking?

The writer holds that the problem would, in part, find a solution in the character of the community and school,



and she feels justified in making this generalization.

In the Chester High School the enrollment per class would not exceed sixteen. Ninety-two per cent of the children who graduate from high school return to their respective communities and live in environments and under conditions that are similar to the one she has always been accustomed to. It is suggested that equipment be considered that will permit the teaching of the minimum essentials of Homemaking to classes of seventeen persons. The equipment will be of the improved type of what is found in the community. The necessary equipment for seventeen persons in an all purpose laboratory would be:

#### Clothing:

- (1) Four machines with accessories,
- (2) Four tables (4' x 8');
- (3) One full length mirror;
- (4) Closet for storing garments ;

#### Cooking:

- (1) Two stoves,
- (2) Two sinks,
- (3) Four small work tables,
- (4) One storage cabinet,
- (5) Four sets of cooking utensils,
- (6) Two sets of service ware,



These articles listed represents only major equipment. Some of the articles may be made and others must be purchased. The tables for cutting during the clothing period and the closet for storing may be made as well as the small work table and storage cabinet for the cooking classes. The rest of the equipment must be purchased. As is the case in some places the Board of Education fails to take the responsibility for securing such equipment. The department must be self supporting. The teacher is faced with the responsibility of equipping her own laboratory. The money for the venture may be raised by sponsoring entertainments over a period of time. Dramatics and exhibits make worthwhile activities for raising money to purchase the equipment. Whether the teacher gets the equipment will surely have a bearing on the type of program that the teacher will outline.

#### Attitude of the Community Towards Homemaking

A homemaking education program will be supported or ignored in a community in proportion to the interest people have in it. The attitude will be controlled by the interest. If the community is of a three "R" caliber the attitude may be one that fluctuate very sharply between enthusiastic interest to rank indifference. The teacher must

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<sup>1</sup> Lula W. Gillum, Home Economics Program, P. 174



maintain a program that will fluctuate with the people's interest but one that carries with their attitude the longest period of time when that attitude represents the thoughtful reaction of the dependable part of the community group.

### The Economic Status of the Families of the Community

#### Type of Land Tenure

A homemaking education program cannot remain in the school room all the time. The program must find a laboratory in the communities that make up the patronage area. The type of program that is carried into the community will be determined by the stability of the people living in the community. Tenancy offers a great problem for two reasons, namely, (1) the continuous shifting of families makes a long time program of work ineffective. The program calls for a home project that may last over a period of two or three years. The project must of necessity be individualized according to the nature of the needs of the different families. If one third of the families move during the year that part of the program is given a backset. A study of the situation with reference to tenancy in the Southwest area shows that eighty-eight per cent of the Negroes are tenants and that the average length of continued residence in one place for tenants is twenty-four months.

Another generalization that the writer feels justified



in making pertains to the landlord and the homemaking education that is carried to the community. The tenant is not free to do with the house nor the land that he works what he would like to do because of the interest that the land has in his industrial behavior. The program may be an improvement but the land-lord must be convinced that it is economically advantageous. The program then must be designed to catch up with that transitory tenant and to prove to the landlord that the program is economically sound.

### The Occupational Distribution

The homemaking education program in a community is influenced by the occupational distribution of the people. The program should be designed to teach the pupil efficiency in the type of work in which they will engage as laborers in the future and of what at present. It would be unwise to teach students arts and clothe designing knowing they are going to be employed as domestic servants.



## CHAPTER III

## THE PROGRAM OUTLINED

The writer wishes to have it kept constantly in mind that the program is designed for the Chester High School at Chester, Texas. No attempt will be made to picture an ideal situation other than to make it ideal for the particular situation that is under consideration. The reader is urged to keep in mind the equipment that the homemaking teacher has at her disposal.

## A. Program for teaching Clothing

## Aims:

1. To motivate a desire to sew on the part of the pupils in the class;
2. To show the economic and cultural advantages derived from knowing how to do sewing;
3. To provide training in the operation of the fundamental tools of sewing;
4. To develop skill and proficiency in sewing as a step in vocational placement and job-making;
5. To develop originality in clothes construction by providing opportunities for creating designs;
6. To provide knowledge in occasional dress in order that pupil may dress correctly for



specific occasions;

7. To set up standards of style and grooming

in accordance with the communities cultural pattern;

8. Plan a wardrobe within the family budget;

9. Develop an interest in the relationship between health and personal attractiveness.

10. To realize the possibilities of renovating clothes;

11. Develop the ability to plan and construct a dress for general wear;

12. Habit of assuming a reasonable responsibility for the care of one's clothes;

In realization of these aims it is necessary for the pupils to have, at least, a majority of the following experiences, skills and jobs.

#### Experiences:

1. Visit a sewing machine store or have a demonstrator to visit the school;
2. Observe a demonstration on the care of a machine;
3. Figure the cost of a ready to wear dress and a hand made dress.
4. Observe the marking on a pattern in order to ascertain what the marks mean;



5. Investigate the effect of good posture in relation to fit of clothing, poise, and health.
6. Investigate the materials prices, construction and fit of various ready made underwear and sleeping garment;
7. Observe the burning test of the four common dress fabrics, namely: cotton, wool, linen and silk.
8. Remove spots from cloth by use of various home, laboratory, and commercial methods,
9. Observe the different weaves in cloth.
10. Listen to talk of dentists concerning the teeth.

### Problems, Questions and Activities

#### The Machine

1. How can I learn to use the sewing machine?
2. Demonstrate correct use of the sewing machine.
3. List parts of machine,
4. Practice threading machine, threading a bobbin, adjusting the tension and adjustment of stitch;
5. Practice stitching on ruled paper;
6. Hem a small article that may be used at home;
7. How shall I care for a machine?
8. Demonstrate cleaning and oiling a machine;
9. How shall I choose and care for my sewing machine?



20. How shall I establish good laboratory habits?

### Designing and Making a Dress

1. Select garment to make,
2. Select suitable material,
3. Choosing a pattern to use,
4. Collect pictures of appropriate type of dress and mount them;
5. Determining the amount of material ,
6. Taking measurement of dress and checking pattern
7. How shall the garment be put together?
8. Demonstrate the altering of pattern;
9. Compare made garment to ready to wear garment.

### Style and Grooming

1. How does personal hygien contribute to beauty of personal appearance?
  - (a) Compare a well groomed girl and a poorly groomed girl,
  - (b) Demonstrate the care of hair and the care of the nails,
2. How can I use cosmetic effectively?
  - (a) Demonstrate the application of cosmetics,
3. Why should we wear clothing that are clean and in good repair?
  - (a) Demonstrate the affect of pressing and repair



on a garment.

- (b) Do actual mending, cleaning and pressing of a garment in class,

4. Why should we choose appropriate clothing?

Make a scrap book of dresses on girls and anything else pertaining to clothing showing good and bad appropriate occasions to be worn.

### Culminating Activity

1. Around the Clock Style Review- Showing what to wear at different times of day;
2. Through the year style Review- Showing what to wear during the different seasons of the year;
3. Different Occasion Style Review- Showing what to wear on different occasion;
4. Activity Style Exhibit- Showing the type of clothes to wear when engaging in different activities.
5. Progressive dressmaking exhibit-Showing the making of a dress in its different stages.

### Functional Activities

1. Maintain a repair department in the school in order to sew emergency breaks in clothing;
2. Remodel clothing for under privileged children,
3. Charge a penny fine to every person who fails to take part in the emergency break bureau.



4. Make dresses for special occasions,
5. Make costumes for plays and pageants,

### Food

#### Objectives:

1. Interest in the importance of food in maintaining physical and mental health;
2. To teach the techniques of preparing and serving the ordinary, wholesome, everyday meal attractively;
3. Habit of using good table manners;
4. To know why food is served in the various styles;
5. Desire to practice economy in the use of food in the home;
6. Judgment in preparing menus.
7. Judgment in selecting dietaries that contribute to health.

#### Experiences:

1. Clean a stove and clean cooking utensils;
2. Demonstrate the use of the double boiler, and the pressure cooker;
3. Review a food chart in order to note the food constituency of the product;
4. Observe the affect of vitamins on the body and compare with the affect of the absence of the same vitamins;
5. Observed a table that is correctly set for a full course dinner.



## Problems, Questions and Activities

### Fundamental Tools of Cooking

1. Clean stove after using to cook a meal, leave it in such condition that every thing will be easy to find;
2. What are the advantages of the double boiler? What foods are cooked best in a double boiler?
3. Catalogue the uses of the pressure cooker. Show how a pressure cooker may be used to keep left-overs. Explain

### Balancing the Diet

1. Cut out balanced menus from newspapers;
2. Prepare five menus. One each for a pupil of varying vocational placement on the off trip;
3. Prepare a yearly balanced hot lunch program;
4. Make a chart of the food types bases of food constituency of crops grown in the school garden;
5. State the affects of the absence of each class of foods on the body. How are food deficiencies recognized?
6. Serve luncheon to various groups, parent, teachers, Superintendent and other organizations about the numbers of persons participating.
7. Collect pictures of animals that have been affected by an unbalanced diet.



### Planning and Making of Menu

1. Compare a set of selected menus for carbohydrates, protein, mineral, water and vitamin content;
2. Make a list of food that come under the same heading with reference to food content;
3. Prepare a menu for six persons, for sixty persons;
4. Check frequency with which certain foods are taken into the body. Deduce from that the health status of the child;
5. Arrange a rotating menu of foods raised in the community.

### Table Service

1. Demonstrate correct table service;
2. Visit public eating places in order to learn the status of table service in public places in the community;
3. Make a table service picture poster to show the varying types of service;
4. Demonstrate the correct table service in assembly;
5. Demonstrate the correct table manners and eating tool manipulation.

### Coordination of Other School Activities and Homemaking

The home-making that is taught in the classroom and



practiced in the laboratory may be coordinated with other school activities. One must think of correlation when considering the place of a homemaking program. The writer will outline a series of coordinating activities that may take place in the sewing class, the class in foods or in club activities.

#### Activities to Coordinated with the "Sewing Class"-

##### Science:

1. Removing stains and rust spots;
2. Dry cleaning clothing;
3. Soaps to use on various fabrics;
4. Recognizing bad weaves in cloth;
5. Recognizing fabric;
6. Testing for various fabrics;
7. Manufacturing various fabrics;
8. Dyeing garments;
9. Making dyes,
10. Avoiding shrinkage,
11. Proper clothing and health;
12. Fighting parasites

##### Mathematics:

1. Taking body measurements;
2. Recognizing and evaluating measuring units;  
such as, foot, yard, and ell;



3. Drafting patterns
4. Cutting cloth to measurements;
5. Altering patterns;
6. Determining cost of materials;
7. Determining the cost of a garment;
8. Determining the economic wisdom of making or buying garment ready made;

English:

1. Writing letters for style book or patterns,
2. Making an order for cloth;
3. Interpreting instructions on pattern;
4. Labeling articles at an exhibit or fair;
5. Learn to spell words related to sewing;

History:

1. The invention of the sewing machine;
2. The life and work of Singer and Eli Howe;
3. Making the five common fabrics;
4. "The birth and growth of Rayon"
5. Where our clothing come from;
6. The story of the weavers' and tailors' guild;
7. Dressing children in other lands.

Activities to Be Coordinated with Foods Class-

Science:

1. Testing foods



2. Chemical composition of the various foods;
3. Affect of cooking on some foods;
4. Food and digestive juices;
5. Food and the soil;
6. Food content and health;
7. The affect of each class of food on the body;
8. By-products from corn;
9. Preserving foods;

#### Mathematics:

1. Measuring ingredients,
2. Figuring the amount in recipes;
3. Transferring units of measurements of various foods;
4. Figuring the cost of a meal;
5. Making a store order for a group;

#### English:

1. Interpreting recipes;
2. Writing for cook books,
3. Making out a store order for a meal;
4. Learning to spell the names of foods used especially those grown in the community;
5. Keep a note book according to accepted specifications;
6. Read stories that pertain to foods, such as;  
"Dessertation on A Roasted Pig"



## History:

1. Locate the nativity of the common foods;
2. Trace the history of the domestication of foods;
3. Outline some definite instances to show the affect of the desire for food products on civilization.
4. Write the history of the stove;
5. Trace the development of the sugar cane industry in Texas.

Through Club Activities

## Science:

1. Devote a club period to a demonstration before the school, Mothers, Parent-Teacher Association testing food for chemical constituency;
2. Demonstrate why food spoil;
3. Visit community canneries and assist with the preparation and preservation of food.
3. Demonstrate the affect of cleaning agents on various foods;
4. Demonstrate the the affect of cleansing agents on various fabrics;

## Mathematics:

1. Plan menu for picnic or Mothers' and Daughter Tea.



## English:

1. Adhering to parliamentary procedures,
2. Making talks before clubs,
3. Participating in New Home Maker's of Texas activities;

## History:

1. Keeping a record of home economic activities;
2. Make a survey of the community with homemaking implication and record results;
3. Discuss one historical phase of homemaking at each meeting.



## CHAPTER IV

## EVALUATION OF HOME MAKING PROGRAM

A program of school activities may be evaluated only in terms of the service it renders or the preparation for service that makes possible. From the standpoint of evaluation, homemaking can never be regarded as a curriculum filler. The worth of a homemaking course finds expression in one or more of the spheres of school activity, namely; usable knowledge, worthwhile skills, school service, community service and individual development.

Usable Knowledge

There are somethings that every girl must know. In the Chester High School, it is necessary to impart such knowledge as will make actual Homemaking more scientific and more certain to succeed. The writer will not make an analysis of the detailed knowledge that she would have the girls acquire but will give the type of information that will be stressed. The knowledge imparted would be based on experiments in a scientifically controlled laboratory rather than on superstition. It would stress the utilitarian concept of education rather than educational ornamentation. The pupils will be taught what constitutes a wholesome meal, what is the basis of under-nourishment and malnourishment, what are the features of correct dress, what



activities are best adapted to home improvements.

### Worthwhile Skills

When is a skill worthwhile? Knowledge is worthwhile when it contributes to the well-being of the little one executing the skill and others who are connected with her.

To be able to cook, sew, attend the sick, and beautify the home with handicraft, rid the home of pests and participate in social activities that have a homemaking implication and participation in cultural activities.

These worthwhile skills will enable the girls to prepare a meal for a family of any size, to knit, embroidery, tat and make household accessories. She will be able to make her own clothing, preserve food and participate with grace and postural and mental poise at meetings of Homemakers.

### School Service

Evaluation as to school service would find expression in the service that would be rendered for the school or for the students as a member of the school. The school service will operate through such auxiliaries as the Emergency Repair Bureau, whose duty it is to mend emergency breaks in the clothes of children, or sewing on buttons. The class may operate an Entertainment Information Bureau



whose duties it would be to work out details concerning decorations, menus, music, and invitations for any school group that want to have an entertainment.

### Community Service

The service to the community is the best method of selling the newly established program to the community. The class can render community service by taking charge of any decorations that would be necessary, in giving community extertainments. The class in Homemaking Education may be the scientific information bureau, and it might be the agency that will disseminate technical procedures throughout the community. New canning methods, new meat curing methods may be carried from the school to the community. The Class in Homemaking education must be held responsible for the health attitudes that are found in the community

### Individual Development

A homemaking program that does not find expression in the improvement of the person that is taking it is a failure. There should be some noticeable changes in the individual. The health habit as pertaining to body hygiene, food and exercise should be pronounced and should be progressive. The clothing should be more appropriately designed, better fitting and should be among the best



bargains for the money. The pupil should be able to plan, prepare and serve an attractive meal. Homemaking Education should teach graces, poise, charm and self confidence.

An attempt has been made to prepare a Homemaking program for the Chester High School, Chester Texas.

What has been done in the way of outlining the program may be set forth in a few brief statements:

(1) On the guiding principles in the formation of the program:

(a) The program must take in consideration the program that is already in operation at the school. One must never attempt to supplant a program that is traditional until the new program is well established.

(b) In the formation and inauguration of a Homemaking program one must consider the equipment that is needed. If the Board of Education does not furnish material it will be necessary to make all that it is possible to make, and give entertainments in order to raise money for the rest.

(c) The attitude of the community will determine the nature of the initial program. If the community is indifferent the program must be designed to attract them, if they are hostile,



## CHAPTER V

## SUMMARY AND CONCLUSIONS

An attempt has been made to prepare a Homemaking program for the Chester High School, Chester Texas.

What has been done in the way of outlining the program may be set forth in a few brief statements:

- (1) On the guiding principles in the formation of the program:
  - (a) The program must take in consideration the program that is already in operation at the school. One must never attempt to supplant a program that is traditional until the new program is well established.
  - (b) In the formation and inauguration of a Home-making program one must consider the equipment that is needed. If the Board of Education does not furnish material it will be necessary to make all that it is possible to make, and give entertainments in order to raise maney for the rest.
  - (c) The attitude of the community will determine the nature of the initial program. If the community is indefferent the program must be designed to interest them, if they are hostile,



they must be shown the merits of the program and induced to support it

- (d) A homemaking program for tenants is essential but unlike a program for land owners. Tenants are unable to enter into canning and home beautification programs because of the landlord.

(2) On outlining the Program-

- (a) Pupils must learn to operate the fundamental tools of sewing, fitting a dress, altering a pattern, remodeling a garment and to do those things as a matter of personal grooming that will reflect the essence of the program the school offers.
- (b) Students must be able to plan, prepare and serve a meal attractively, they must be able to serve the right kind of meal. The diet must be balanced. The activities on the program must make provision for preserving and for serving food.

(3) On evaluating the homemaking program-

- (a) Knowledge and skills are the primary criteria for the evaluation of any learning activity. The homemaking girls must acquire knowledge of home sewing and handicraft, remodeling and renovating clothing. They must have more than



the knowledge they must have the skill. That knowledge and those skill must find expression in every phase of home life activities.

- (b) The program will be evaluated in terms of the service it renders. At school and in the community, the homemaking girls should attend to the homemaking aspect of entertainments, exhibits, and fairs. Their bureau should dispense with technical information concerning homemaking activities.
- (c) The persons who have had homemaking should reflect the homemaking culture. The manner and style of dress, the health attitude and all should symbolize improvement.

### Discussion

The writer in her program has tried to steer clear of some of the pitfalls that curriculum builders encounter. A program that is too elaborate loses its genuine usefulness for the lack of the flesh and blood and sinew that is necessary to support it. A homemaking program must not be vague, mystifying nor remote. If it is, it will fail to function in a community. The program must be easily evaluated, inexpensive, versatile, and tend to improve the economic conditions of the people.



The Homemaking program must contribute to general order and orderliness. A planned program need not cause the irregularities that are usually caused. The scope of work must be planned by the year, by the semester, by the month, by the week, by the day and by the activity. It is part of the recitation.

A program of homemaking education at Chester High School will follow as near as possible the principles of homemaking revealed in the study.

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